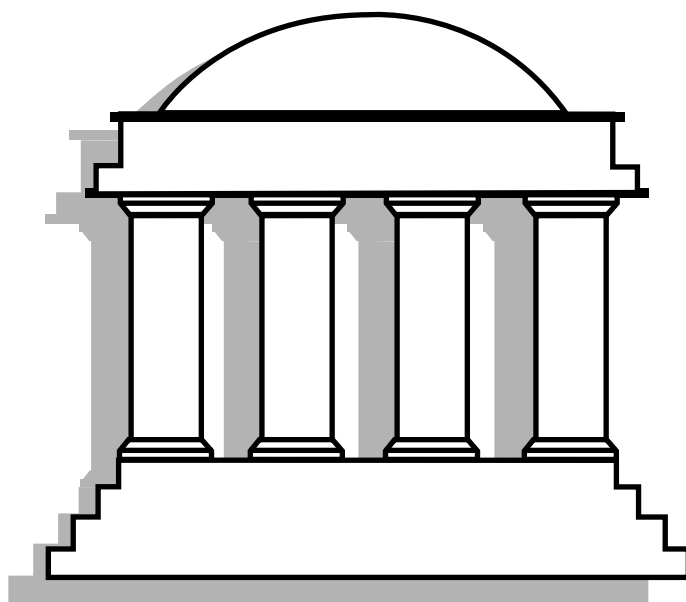


**MICHIGAN EDUCATION
ASSESSMENT PROGRAM
MEAP**



**GRADE 11
SOCIAL STUDIES ASSESSMENT
MODEL**

MARCH 1998

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TABLE OF CONTENTS

INTRODUCTION	i
The Work of Many Individuals	i
Purpose of This Document	i
Organization	i
PART ONE: THE BASIC FRAMEWORK	ii
The Purpose of Social Studies	ii
MEAP and the High School Test as Part of a Comprehensive Assessment System	iii
Purpose of Statewide Assessment	iii
Standards Assessed at the State Level	iv
Response Formats	iv
Distribution of Items by Strand and Type of Format	v
Contexts for Item Selection	vi
Context for Item Selection High School Test—Grade 11	vi
Sample Grade 11 Items	vii
Assessment Reports	viii
PART TWO: RELEASED TEST FORM	1
PART THREE: SCORING	47
Holistic Feature Scoring of Civic Writing: Grade 11	47
Student Responses and Scoring	48
Constructed-response Scoring Guides	54
Selected-response Answer Grid	60
PART FOUR: RESOURCES AND ACKNOWLEDGMENTS	61
Glossary	61
Social Studies Education Resources	63
Sources for National Curriculum Standards	64
Michigan Social Studies Education Project (MISSEP) Participants	65
Groups and Their Delegates to The Michigan Task Force for Social Studies Education	65
Curriculum Content Standards Program Manager	67
Professional Development Program Managers	67
Teacher Education Program Managers	67
Referent Group Chairs	67

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INTRODUCTION

The social studies MEAP at grades 5 and 8 and the social studies high school test will be administered for the first time in the 1998–99 school year. This document, the ***Social Studies Assessment Model***, is designed to communicate to students, parents, teachers, curriculum specialists, and administrators what those assessments will be like.

THE WORK OF MANY INDIVIDUALS

The work of putting this model together has been a collaborative effort. Under the joint leadership of the Michigan Department of Education's Michigan Educational Assessment Program and the Curriculum Development Program Unit, the input of hundreds of social studies professionals have been included in this ***Social Studies Assessment Model***. Having a major role in the development of the ***Assessment Model*** were the Michigan Council for the Social Studies, the Michigan Social Studies Education Project Task Force, content advisory committees, item-tryout range-finding committees, a bias review committee, teachers who participated in the item tryout, and hundreds of Michigan social studies educators who shared their ideas and comments during workshops and seminars.

PURPOSE OF THIS DOCUMENT

The primary purpose of this document is to acquaint all teachers of social studies with the framework of the assessment. The social studies assessment is aligned with the *Social Studies Standards of the Michigan Curriculum Framework*. A review of the released test form in this document will give teachers concrete examples of assessment items. Because these items are released, they will not appear in operational forms of the assessments. Each of the items included in the ***Assessment Model*** was drawn from items that were tested with a representative sample of Michigan students at grade 11 during the spring 1997 item tryout. All portions of the ***Assessment Model*** may be duplicated or copied for educational use.

ORGANIZATION

The ***Social Studies Assessment Model*** has four parts. Part One is introductory material that spells out the number, type, context, and point value of the assessment items. This first part represents the basic framework on which the assessment was built. A released form of the assessment is provided in Part Two of the ***Assessment Model***. This model is a complete test form and essentially represents what students will be given at the time of testing. Sample student responses, scoring guides, and annotations on scoring comprise Part Three. The final section, Part Four, contains a glossary, a brief list of resources, and the names of individuals that were key to the development of social studies assessment in Michigan.

PART ONE: THE BASIC FRAMEWORK

MICHIGAN FRAMEWORK for SOCIAL STUDIES EDUCATION

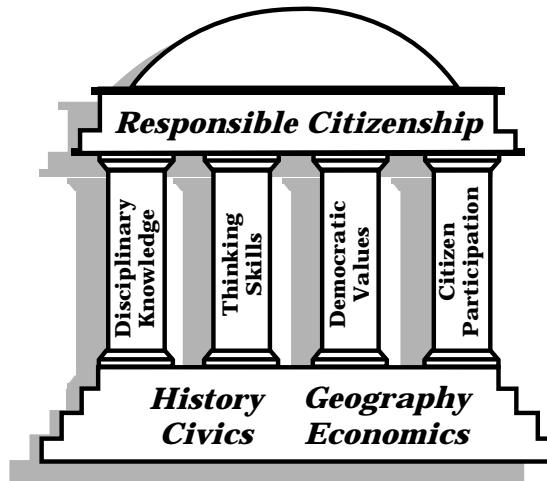


Figure 1: Assessment is built on the content standards

THE PURPOSE OF SOCIAL STUDIES

Social studies is defined as the integrated study of the social sciences to prepare young people to become responsible citizens. As Figure 1 shows, the social studies curriculum builds four capacities in young people: disciplinary knowledge, thinking skills, commitment to democratic values, and citizen participation. Each capacity contributes uniquely to the development of responsible citizenship. Social studies draws primarily upon the disciplines of history, geography, economics, and American government as provided by Public Act 335 of 1993. The 25 standards listed in the *Social Studies Content Standards of the Michigan Curriculum Framework* establish expectations for what students are expected to know and be able to do as a result of their social studies education.

The *Social Studies Content Standards* are grouped into seven categories called strands. The standards, expressed as attributes we envision for our graduates, are the intended results of students' experience with a core curriculum. Students are expected to make continuous progress toward meeting the standards at each level of schooling. All of the standards should be pursued at every grade level of a core curriculum from kindergarten through graduation. As Figure 2 shows, they spiral through the curriculum. Benchmarks are established for each standard to designate more specifically what students are expected to learn by the end of the early elementary grades, the later elementary grades, middle school, and high school to indicate their progress toward meeting the standards.

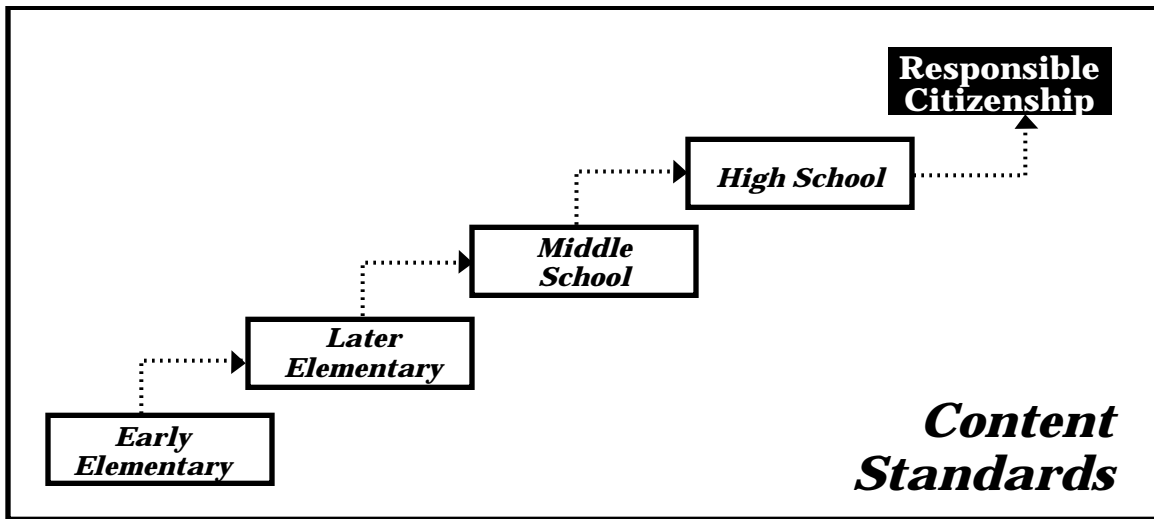


Figure 2: Building towards the goal of responsible citizenship

MEAP AND THE HIGH SCHOOL TEST AS PART OF A COMPREHENSIVE ASSESSMENT SYSTEM

An assessment system should consist of statewide assessment, assessment at the local level, and performance standards that link assessment to the content standards. The primary purpose of assessment should be the improvement of teaching and learning, and no single assessment instrument can provide all the information needed to accomplish this purpose. An integrated approach to assessment, in which all social studies content standards and benchmarks are assessed with the most appropriate assessment methods available, is needed.

PURPOSE OF STATEWIDE ASSESSMENT

The statewide social studies assessment is designed to provide information about student social studies achievement, promote assessment practices that support learning for all students, and foster teaching that is aligned with the state *Social Studies Content Standards*. This assessment information can be used by students, parents, teachers, school districts, researchers, and state government to advance the quality of social studies education.

STANDARDS ASSESSED AT THE STATE LEVEL

Statewide assessment is based on the *Content Standards for Social Studies of the Michigan Curriculum Framework*. Some of those standards are not conducive to state testing and must be assessed locally. The 22 content standards to be assessed by statewide tests are presented in Figure 3.

Historical Perspective	Geographic Perspective	Civic Perspective	Economic Perspective	Inquiry	Public Discourse and Decision Making
I.1 <i>Time and Chronology</i>	II.1 <i>People, Places, and Cultures</i>	III.1 <i>Purposes of Government</i>	IV.1 <i>Individual and Household Choices</i>	V.1 <i>Information Processing</i>	VI.1 <i>Identifying and Analyzing Issues</i>
I.2 <i>Comprehending the Past</i>	II.2 <i>Human/Environment Interaction</i>	III.2 <i>Ideals of American Democracy</i>	IV.2 <i>Business Choices</i>		VI.3 <i>Persuasive Writing</i>
I.3 <i>Analyzing and Interpreting the Past</i>	II.3 <i>Location, Movement, and Connections</i>	III.3 <i>Democracy in Action</i>	IV.3 <i>Role of Government</i>		
I.4 <i>Judging Decisions from the Past</i>	II.4 <i>Regions, Patterns, and Processes</i>	III.4 <i>American Government and Politics</i>	IV.4 <i>Economic Systems</i>		
	II.5 <i>Global Issues and Events</i>	III.5 <i>American Government and World Affairs</i>	IV.5 <i>Trade</i>		

Figure 3: Social studies standards to be assessed

RESPONSE FORMATS

State tests will feature three types of response formats. Each type will pertain to a prompt or prompts consisting of a passage, map, chart, graph, drawing, photograph, or a combination of these. All three types of responses will require students to remember what they have learned (“activate prior knowledge”) and to analyze information presented by the prompt. The three types of response formats are:

Selected: Students select a response from a group of possible choices. These items are a form of enhanced multiple-choice items and take approximately one minute each to complete. Selected-response items will be presented in five-item clusters that use a common prompt.

Constructed: Students generate a reply that they have created based upon their prior knowledge and information presented

in a prompt at the time of testing. A constructed response should take students no more than five minutes to complete and could be expressed in various forms, e.g., a paragraph, table, map, chart, or graph.

Extended: An extended response should take no more than 15 minutes to complete. Students compose an essay that addresses a public policy issue. They will be asked to interpret and use data provided in the prompt. Students must also demonstrate what they know from history, geography, civics, or economics, and their understanding of core democratic values of American democracy in their response. Finally, in order to receive full credit for their answer, high school students must explain why an opponent's position would be less effective public policy.

DISTRIBUTION OF ITEMS BY STRAND AND TYPE OF FORMAT

Figure 4 shows how the items for each test will be distributed by strand and type of response format. The number of items for each test has been set. Selected-response items will be worth 1 point, constructed-response items 2 points, and extended-response items 4 points. On the grade 11 test, 42 of the 61 points possible are assigned to selected-response items. In other words, about one-third of the total score is attributed to open-ended items on the statewide tests.

<i>Items by Strand and Response Format</i>			
STRAND	Selected Response	Constructed Response	Extended Response
Historical Perspective	2 five-item clusters	1 item	
Geographic Perspective	2 five-item clusters	1 item	
Civic Perspective	2 five-item clusters	1 item	
Economic Perspective	2 five-item clusters	1 item	
Inquiry		2 items*	
Inquiry and Decision Making	2 items		2 items

* Inquiry Task I is a short-answer type of item worth 1 point for a correct response.

Figure 4: Distribution of items—Grade 11

CONTEXTS FOR ITEM SELECTION

The *Content Standards for Social Studies of the Michigan Curriculum Framework* should be addressed at every grade level and course. Consequently, all of the 22 standards being assessed statewide will be incorporated in each test. Items will be designed to reflect the appropriate grade-level benchmarks for those standards. Standards and benchmarks, however, are not unique to a particular context of a social studies curriculum. Consider Standard I.1 (Time and Chronology), for example. Students could make progress toward meeting this standard when studying the history of their local communities, when studying the early history of the United States, when studying the recent history of the United States, or when studying medieval Europe or ancient China, to name only some of the possibilities. Similarly, for Standard II.1 (People, Places, and Cultures) students could make progress toward meeting this geographic standard by studying any of several regions—locally, nationally, or globally.

Not all possible eras in history nor regions in geography could be included on the state social studies tests. Nor could all the possible contexts from the civics or economics strands be included. To a large extent, the choice of contexts for the social studies curriculum is a local decision. The *Social Studies Content Standards* adopted by the State Board of Education do not specify the particular subject matter for a social studies curriculum. Some assumptions about the content of the social studies curriculum, however, have been made to guide the design of state assessments. These assumptions are derived from the benchmarks that support the state *Social Studies Content Standards* and from curriculum patterns in Michigan schools.

With no assumptions about the content of the curriculum, there would be no basis for determining an appropriate curricular context for testing. Broad contexts have, therefore, been identified as a basis for constructing state assessment items. These contexts should also be considered when designing a local core curriculum for social studies.

CONTEXT FOR ITEM SELECTION HIGH SCHOOL TEST—GRADE 11

This test will address learning from eight semesters of schooling from grade 8 through the end of grade 11. Appropriate curriculum contexts for this span of grades, and, therefore, the contexts for the MEAP High School Test, include the eras of United States history since 1815 (incorporating geography, civics, and economics); local, state, and national government in the United States; the American economy and international economic systems; and geographic and environmental implications of global issues and events. Although no single sequence of courses is prescribed for grades 8–11, it would be prudent for a local curriculum to include courses that embody the full chronological span of American history, focused study of American government and

civics, the discipline of economics, and world studies emphasizing modern times.

Following the high school test, advanced courses that pursue these contexts in greater depth, or courses emphasizing other areas of study, could be required or offered as electives in the high school social studies curriculum. These might include world history, law, behavioral sciences, advanced placement courses, and others.

On the social studies grade 11 assessment, the test prompts will focus on history, geography, civics, economics, public discourse and decision making, and inquiry benchmarks within the following contexts:

<i>Contexts for MEAP High School Test</i>
<ul style="list-style-type: none">• <i>United States History since 1815</i>• <i>Geographic and Environmental Implications of Global Issues and Events</i>• <i>American Government and World Affairs</i>• <i>The United States and International Economic Systems</i>

Figure 5: Contexts for test items for state assessment of social studies

The chart in Figure 5 summarizes the contexts to be used for preparing state assessment items. A local curriculum that addresses the benchmarks within these contexts would help prepare students for state assessment by aligning what is taught with what is tested.

SAMPLE GRADE 11 ITEMS

To help educators anticipate the kinds of items being planned for state assessments, this document includes a complete released form of this test for grade 11.

The ***Social Studies Assessment Model*** reflects a commitment to constructed- and extended-response items because these types of items are necessary to determine the extent to which students are meeting the *Content Standards*. The scoring guides that will be used to score these items follow the released form in Part Three of this document.

ASSESSMENT REPORTS

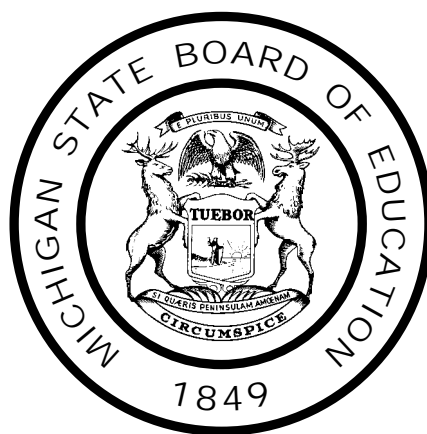
The results of the social studies assessments will be reported by the strands of the *Content Standards*. The following strands will be reported:

- Historical Perspective (all standards)
- Geographic Perspective (all standards)
- Civic Perspective (all standards)
- Economic Perspective (all standards)
- Inquiry and Decision Making (Standards SOC.V.1, Information Processing; SOC.VI.1, Identifying and Analyzing Issues; and SOC.VI.3, Persuasive Writing)

Local districts, with the help of the Michigan Department of Education and intermediate school districts, will be encouraged to design reporting instruments for the benchmarks and standards assessed locally. For example, administrators and teachers may want to discuss how evidence of their students' group discussion skills (Standard SOC.VI.2) might be collected and reported. As they are developed and used, examples of successful local district assessments and reporting procedures will be shared with all districts across the state.

PART TWO: RELEASED TEST FORM

MICHIGAN EDUCATION ASSESSMENT PROGRAM MEAP



**GRADE 11
SOCIAL STUDIES ASSESSMENT MODEL
SPRING 1998**

Day One: Social Studies Assessment

Instructions to the Student

There are three types of questions on this test: **selected-response**, **constructed-response**, and **extended-response**.

- **Selected-response** questions will ask you first to read a passage, map, chart, or table. After studying this prompt, read the questions and choose the best answer from among four answer choices.
- **Constructed-response** questions will ask you to explain a conclusion, provide examples, complete a chart, interpret information, or give a reason for an answer you have given.
- **Extended-response** questions require you to write an answer that is more detailed and requires more thinking. These items ask you to interpret information from a set of data on a hypothetical policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, give reasons supporting your position, and provide a reason why an alternative position would be a less effective public policy.

Use the separate answer sheet to mark your choice for the **selected-response** questions. Fill in the circle for your choice on the answer sheet. Remember to fill in the circle completely and cleanly, erasing any stray lines or marks.

Space is provided in the test booklet for you to write your answers for **constructed-response** and **extended-response** items.

Read all directions for these items carefully.

If you finish early, you may check your work for Day One **only**. Do **not** go ahead and work on the Day Two section of this test.

Sample

Read the following sample **selected-response** item to yourself and answer the question.

(Sample Selected-response Prompt and Question)

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

TRADING IN OIL

The value of petroleum products traded in the world is higher than any other commodity. Japan and Italy import more than 80% of the oil they use from OPEC countries. OPEC stands for the Organization of Petroleum Exporting Countries. The United States also relies on OPEC oil but gets over 73.5% of its oil from other sources. As of 1992 its 13 members were Iran, Iraq, Kuwait, Libya, Saudi Arabia, Venezuela, Qatar, Indonesia, the United Arab Emirates, Algeria, Nigeria, Ecuador, and Gabon.

- S1 The major purpose of OPEC is to
- * **A** benefit its member states.
 - B** spread the influence of Islam.
 - C** compete economically with Japan.
 - D** weaken the influence of the United States in world affairs.

Read the following sample **constructed-response** item and the answer that a student has written.

(Sample Constructed-response Item)

Directions: You should take about 5 minutes to read the following passage and use it with what you already know to complete this task.

A SUPREME COURT DECISION

In 1896 the Supreme Court ruled in *Plessy v. Ferguson* that racial segregation was constitutional. In 1954 the Supreme Court ruled in *Brown v. Board of Education* that segregation was unconstitutional.

- S2** On the lines provided, explain how migration of African Americans from the South to the North may have influenced this change in the law.

Explanation of how migration of African Americans from the South to the North may have influenced this change in the law:

When the Supreme Court ruled in Plessy v. Ferguson, most African Americans lived in the South. Life hadn't changed much since the end of the Civil War. Many members of the court still believed in old values and practices. In the first half of the twentieth century many African Americans moved north. Once in the North, many African Americans gained economic and political power, but the institutions of society did not change. In 1954 Brown v. Board of Education was heard by a court whose members rejected the old values and practices.

Sample

Read the following sample **extended-response** item and the partial answer that a student has written.

(Sample Extended-response Item)

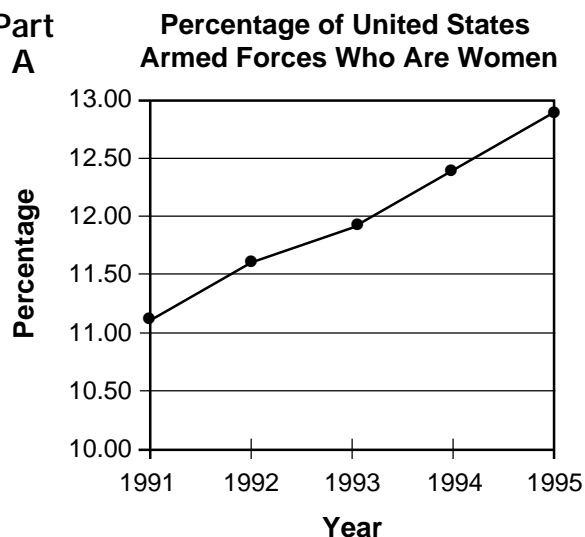
Directions: Read the following hypothetical information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II. Task I is a selected-response item and Task II is an extended-response item.

WOMEN IN COMBAT

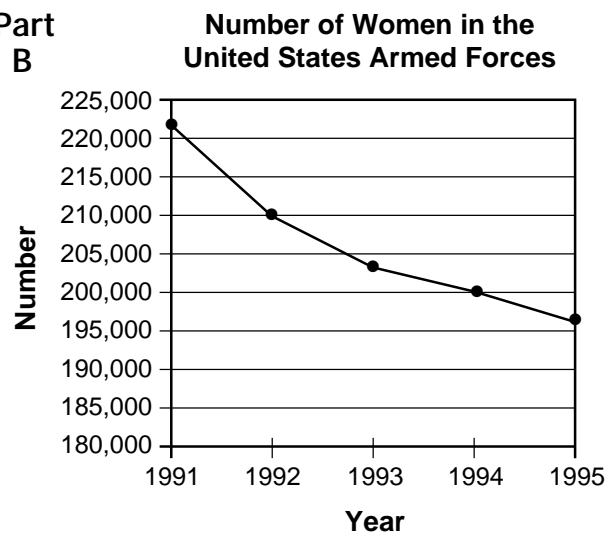
The inclusion of women in combat roles in the military service is a hotly debated issue. Read the following information about women in combat.

DATA SECTION

Part
A



Part
B



COMPLETE THE FOLLOWING TASKS:**Task I: Interpreting Information**

- S3** Study the information in the Data Section. Which of the following statements best describes the *relationship* between **number of women in the United States armed forces** and **percentage of the armed forces who are women**? Be sure to mark your answer on the answer sheet.
- A** As the number of women in the United States armed forces has risen, the percentage of United States armed forces who are women has increased.
 - B** A decrease in the number of women serving in the United States armed forces has caused an increase in the percentage of United States armed forces who are women.
 - C** The total percentage of United States armed forces who are women has increased, even though the total number of women serving in the armed forces has decreased.
 - D** An increase in the percentage of United States armed forces who are women has caused a decrease in the number of women in the United States armed forces.

Task II: Taking a Stand

- S4** You will now take a stand on the following public policy issue: **Should women members of the military services be allowed to participate in combat?** You may either support or oppose women in combat. Write a letter to the Secretary of Defense. Use information to provide reasons that support your position.

You will be graded on the following, so be sure your letter includes each of the elements listed below:

- A clear statement of your position
- Supporting information using core democratic values of American constitutional democracy (See page 46 for examples.)
- Supporting knowledge from history, geography, civics, or economics that you already know (It is not enough to state only your opinion.)
- Supporting information from the Data Section
- An alternative view and explanation why the alternative position would be a less effective public policy

Remember to: Use complete sentences.
 Explain your reasons in detail.
 Write or print neatly on the lines provided below.

Should women members of the military services be allowed to participate in combat?

Dear Secretary of Defense:

(In the operational test booklet, a sample student response will be

printed here.)

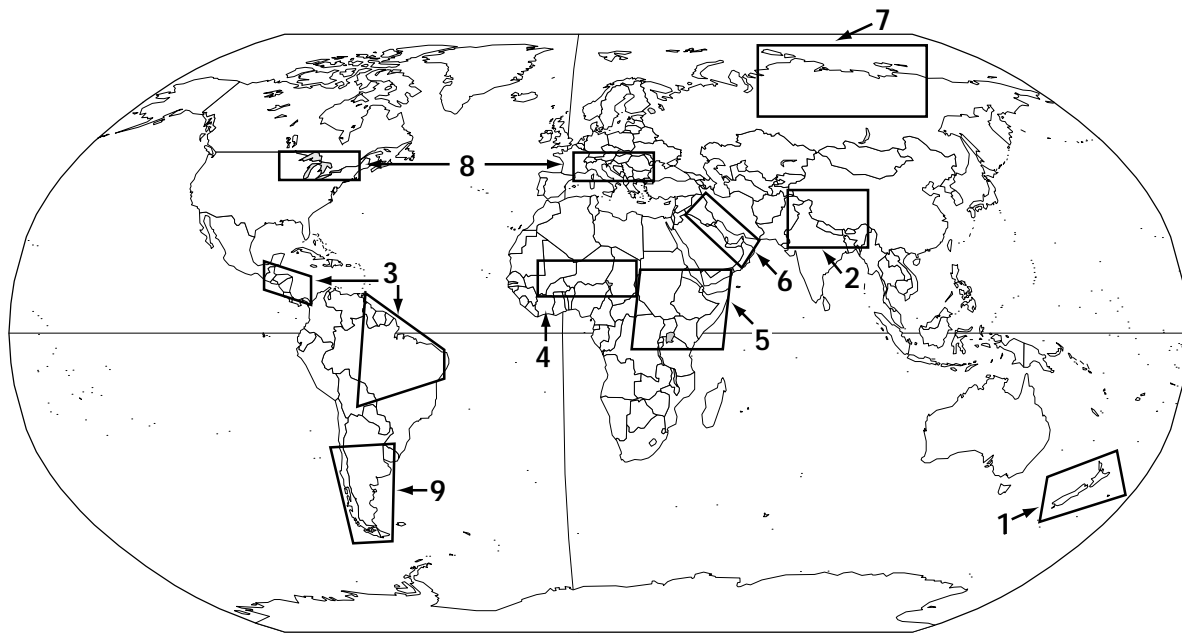
Geography

Directions: Read the following passage and study the map. Use them with what you already know to answer the questions that follow.

ENVIRONMENTAL LINKS

The physical environment has been altered by human activity. As a result, people have had to adapt to changes in the physical environment.

THE WORLD



- 1 How have people living today in area 4 altered their way of life because of changes in the environment?
- A Worn heavier clothing
 - B Built houses with more windows
 - C Used rivers for transportation
 - D Traveled further for firewood

- 2 Acid rain, which is formed when sulfur is emitted as a by-product of industrial activity, is a particular problem in which area?
- A 3
 - B 5
 - C 7
 - D 8

- 3** Human activity in areas 2 and 3 has led to which environmental effect?
- A** Increased loss of topsoil
 - B** Increased habitat for large mammals
 - C** Lowered output of carbon dioxide
 - D** Lowered amount of water runoff
- 4** What has been one effect in area 6 of the changing world economy?
- A** Increased unemployment due to inability to modernize
 - B** Increased conflict due to changing values of resources
 - C** Decreased foreign trade due to isolation from shipping routes
 - D** Decreased standard of living due to drops in prices on agricultural goods

- 5** People living in area 9 must now wear large hats and long-sleeved shirts. What human activity in other areas has led to this change in behavior?
- A** Using nuclear power in generating systems
 - B** Using unleaded gasoline in cars, trucks, and buses
 - C** Using chloroflorocarbons (CFCs) in refrigerators and air conditioners
 - D** Using silver iodide for cloud seeding

Geography

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

GLOBAL ISSUES

THE STATE OF THE GLOBE DISCUSSION

The United Nations is holding a forum on the “State of the Globe,” and speakers from different regions of the world are commenting on a variety of issues that confront them and the world at large.

Speaker #1: The population growth rate is very high and this puts great pressure on our economies. Desertification and deforestation are growing. Nations trade with us to get the mineral resources. The legacy of colonialism has slowed our economic development.

Speaker #2: Our region also was a victim of colonialism. However, our main natural resource is valued by all other nations, and the fact that we have a great religion followed by most of our people unites us. Our location makes us a crossroads of trade and ideas.

Speaker #3: We’ve dominated world trade for a long time. The trading agreement just reached between three of our largest countries will make us even stronger. Resources are strong and population growth is under control.

Speaker #4: We share some of Speaker #1’s problems. Speaker #3’s region, so close to ours, has one strong nation that has overshadowed us for two centuries. We have resources to offer, but the price of developing them might be environmentally dangerous, not just for us, but for the whole world.

Speaker #5: Our region, known for a long time as a “First World” area, is still strong economically, and we have a moderate population growth rate. We were imperialists for a long time, but now we recognize the independence of countries of other regions. We have created our own, region-wide, economic union.

- | | |
|---|--|
| <p>6 Which region does Speaker #1 most likely represent?</p> <p>A The Pacific Rim nations</p> <p>B Western Europe</p> <p>C The Middle East</p> <p>D Sub-Saharan Africa</p> | <p>9 What nations, represented by Speaker #5, were considered “imperialists”?</p> <p>A Canada, Mexico, and the United States</p> <p>B Russia, Japan, and North Korea</p> <p>C France, Great Britain, and Spain</p> <p>D Argentina, Brazil, and Colombia</p> |
| <p>7 What action is referred to when Speaker #4 mentions “environmentally dangerous”?</p> <p>A The destruction of the Amazon rain forest</p> <p>B The spread of species from other regions</p> <p>C The creation of large amounts of acid rain</p> <p>D The storage of nuclear waste</p> | <p>10 Which region does Speaker #2 most likely represent?</p> <p>A Western Europe</p> <p>B Latin America</p> <p>C East Asia and the Pacific Rim</p> <p>D The Middle East</p> |
| <p>8 What “region-wide, economic union” is Speaker #5 referring to?</p> <p>A North American Free Trade Agreement</p> <p>B European Economic Community</p> <p>C North Atlantic Treaty Organization</p> <p>D Organization of African Unity</p> | |

Geography

Directions: You should take about 5 minutes to read the following passage and use it with what you already know to complete this task.

LONG DISTANCE LINKS

In 1965 there were 150 million telephone lines in the world. There was one undersea cable between the United States and Europe that could carry 89 telephone calls at the same time. A three-minute phone call from the United States to Europe cost approximately \$18.00.

In 1995 there were 600 million telephone lines in the world. Cables and satellite links allowed for nearly one million simultaneous telephone calls between the United States and Europe. A three-minute phone call from the United States to Europe cost less than \$5.00.

Source: Michael Kidren and Ronald Seagal, "The State of the World Atlas," p. 137

- 11 On the lines provided, describe two changes in the interaction between the United States and Europe that have probably occurred as a result of the developments described above.

Description of one change in the interaction between the United States and Europe that probably occurred because of the developments described above:

Description of another change in the interaction between the United States and Europe that probably occurred as a result of the developments described above:

History

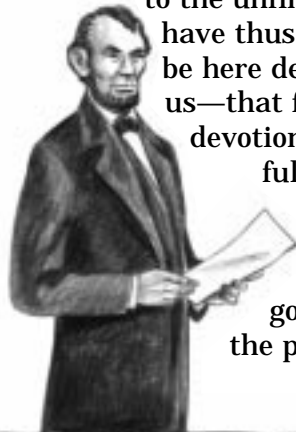
Directions: Read the following passage and use it with what you already know to answer the questions that follow.

GETTYSBURG ADDRESS

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.



Delivered by Abraham Lincoln on November 19, 1863

- | | |
|--|---|
| <p>12 Which of the following documents BEST represents the ideas of government expressed in Lincoln's Gettysburg Address?</p> <p>A The Magna Carta</p> <p>B The Monroe Doctrine</p> <p>C The Declaration of Independence</p> <p>D The Compromise of 1850</p> | <p>15 Which of the following BEST illustrates the principles and values of President Lincoln as expressed in this speech?</p> <p>A Being elected to a second term</p> <p>B Appointing Ulysses S. Grant commander of the Union army</p> <p>C Authorizing the construction of an iron-clad warship</p> <p>D Signing the Emancipation Proclamation</p> |
| <p>13 For what purpose had Lincoln and the others gathered for this speech?</p> <p>A To recruit additional federal troops</p> <p>B To gain support for the Emancipation Proclamation</p> <p>C To rally support for the upcoming presidential election</p> <p>D To honor Union soldiers killed in battle</p> | <p>16 Which of the following twentieth-century events BEST illustrates the democratic ideas of Lincoln's Gettysburg Address?</p> <p>A Desegregation of public schools</p> <p>B Government relief programs during the Great Depression</p> <p>C Establishment of the National Parks System</p> <p>D Participation of the United States in the League of Nations</p> |
| <p>14 What did Lincoln believe would happen if the North failed to win the war?</p> <p>A Industrial growth would end.</p> <p>B Liberty in the United States would be endangered.</p> <p>C The federal government would become more powerful.</p> <p>D Slavery would gradually disappear.</p> | |

History

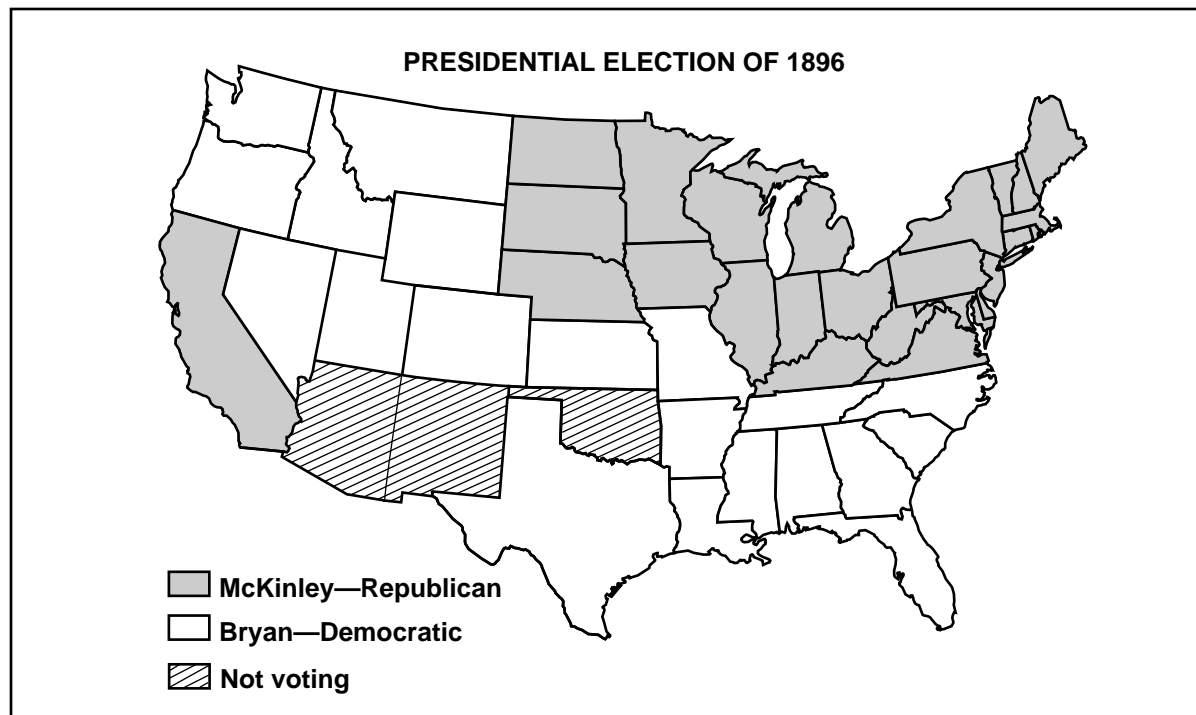
Directions: Read the following passage and study the map. Use them with what you already know to answer the questions that follow.

TIME FOR A CHOICE

Excerpt from William Jennings Bryan's speech at the Democratic Party Convention—
July 9, 1896

You come to us and tell us that the great cities are in favor of the gold standard; we reply that the great cities rest upon our broad and fertile prairies. Burn down your cities and leave our farms, and your cities will spring up again as if by magic; but destroy our farms and the grass will grow in the streets of every city in the country.

. . . Having behind us the producing masses of this nation and the world, supported by the commercial interests, the laboring interests, and the toilers everywhere, we will answer their demand for a gold standard by saying to them: You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold.



- 17** Which of these conclusions about the election of 1896 is supported by information in the map?
- A** Political power was in the western states.
 - B** Democratic Party voters lived mainly in urban areas.
 - C** The industrialized states were crucial for the Republican victory.
 - D** White southern Democrats lost control of the Democratic Party.
- 18** The presidential election results of 1896 support which of the following conclusions?
- A** Labor unions supported McKinley.
 - B** Larger urban states favored the Democrats.
 - C** The nation rejected Bryan's position on the gold standard.
 - D** Southern farmers favored the Republicans.
- 19** Supporters of Bryan would most likely have supported which of the following programs?
- A** Easing immigration restrictions
 - B** Raising the tariff on farm products
 - C** Creating business monopolies
 - D** Encouraging urban development
- 20** Some historians believe Bryan was doomed to fail. What historical trend in 1896 supports this view?
- A** Manufacturing was becoming less factory based.
 - B** Immigration from Europe was slowing down.
 - C** Population was becoming more urban.
 - D** Big business was unable to compete overseas.
- 21** Which of these people would most likely have voted for McKinley?
- A** A steel mill owner
 - B** A southern sharecropper
 - C** A former Confederate soldier
 - D** A tobacco farmer

History

Directions: You should take about 5 minutes to read the following passages and use them with what you already know to complete this task.

CHANGES IN AMERICAN SOCIETY

The 24th Amendment, 1964

“The right of citizens of the United States to vote in any primary or other election for President or Vice-President, for electors for President or Vice-President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any state by reason of failure to pay any poll or other tax.”

The Civil Rights Act, 1964

“All persons shall be entitled to the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodation of any place of public accommodations, as defined in this section, without discrimination or segregation on the ground of race, color, religion, or national origin.”

- 22 On the lines provided, explain how these two historic acts have caused two major changes in American society.

Identification and explanation of a change in American society caused by the 24th Amendment and the Civil Rights Act of 1964:

Identification and explanation of another change in American society caused by the 24th Amendment and the Civil Rights Act of 1964:

Inquiry and Decision Making

Directions: Read the following hypothetical information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II. Task I is a selected-response item and Task II is an extended-response item.

SCHOOL UNIFORMS

The school board is thinking about requiring all students in elementary and middle schools to wear uniforms to school. This issue has caused much discussion in the community. Read the following information about school uniforms.

DATA SECTION

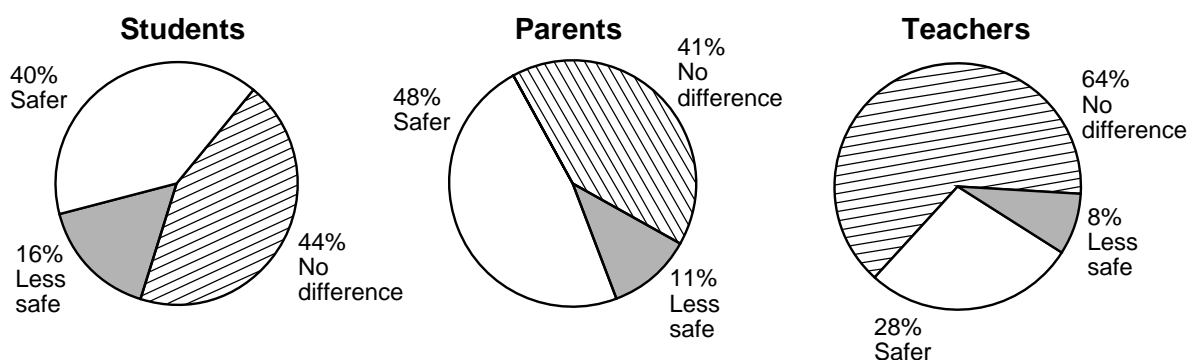
Part A In making their decision, the school board was provided with the following information about another school district that started a policy of requiring students to wear uniforms.

Franklin School District Annual Reports

Type of Offense	Year Before Uniforms Required	Year After Uniforms Required	5 Years After Uniforms Required
Graffiti in buildings	71 incidents	56 incidents	32 incidents
Fighting at school	56 fights	27 fights	28 fights
Fighting on buses	11 fights	12 fights	14 fights
Fighting on the way to/from school	27 fights	14 fights	13 fights

Part B After one year of the uniform policy, the school board did a survey of students, parents, and teachers. They were asked, “Do school uniforms make the school safer, less safe, or do they make no difference?” Here are the results of the survey.

Public Opinion Survey



COMPLETE THE FOLLOWING TASKS:**Task I: Interpreting Information**

- 23 Study the information in the Data Section. Which of the following statements best describes the *relationship* between **graffiti** and **school uniforms**? Be sure to mark your answer on the answer sheet.
- A School uniforms caused graffiti to decrease.
 - B The longer school uniforms were required, the fewer incidents of graffiti were reported.
 - C The amount of graffiti caused fights to increase.
 - D The longer school uniforms were required, the more incidents of graffiti were reported.

Task II: Taking a Stand

- 24 You will now take a stand on the following public policy issue: **Should school districts require students in elementary and middle schools to wear uniforms?** You may either support or oppose school uniforms. Write a letter to the school board of the local school district. Use information to provide reasons that support your position.

You will be graded on the following, so be sure your letter includes each of the elements listed below:

- A clear statement of your position
- Supporting information using core democratic values of American constitutional democracy
(See page 46 for examples.)
- Supporting knowledge from history, geography, civics, or economics that you already know
(It is not enough to state only your opinion.)
- Supporting information from the Data Section
- An alternative view and explanation why the alternative position would be a less effective public policy

Remember to: Use complete sentences.
Explain your reasons in detail.
Write or print neatly on the lines provided below.

Dear School Board Members:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

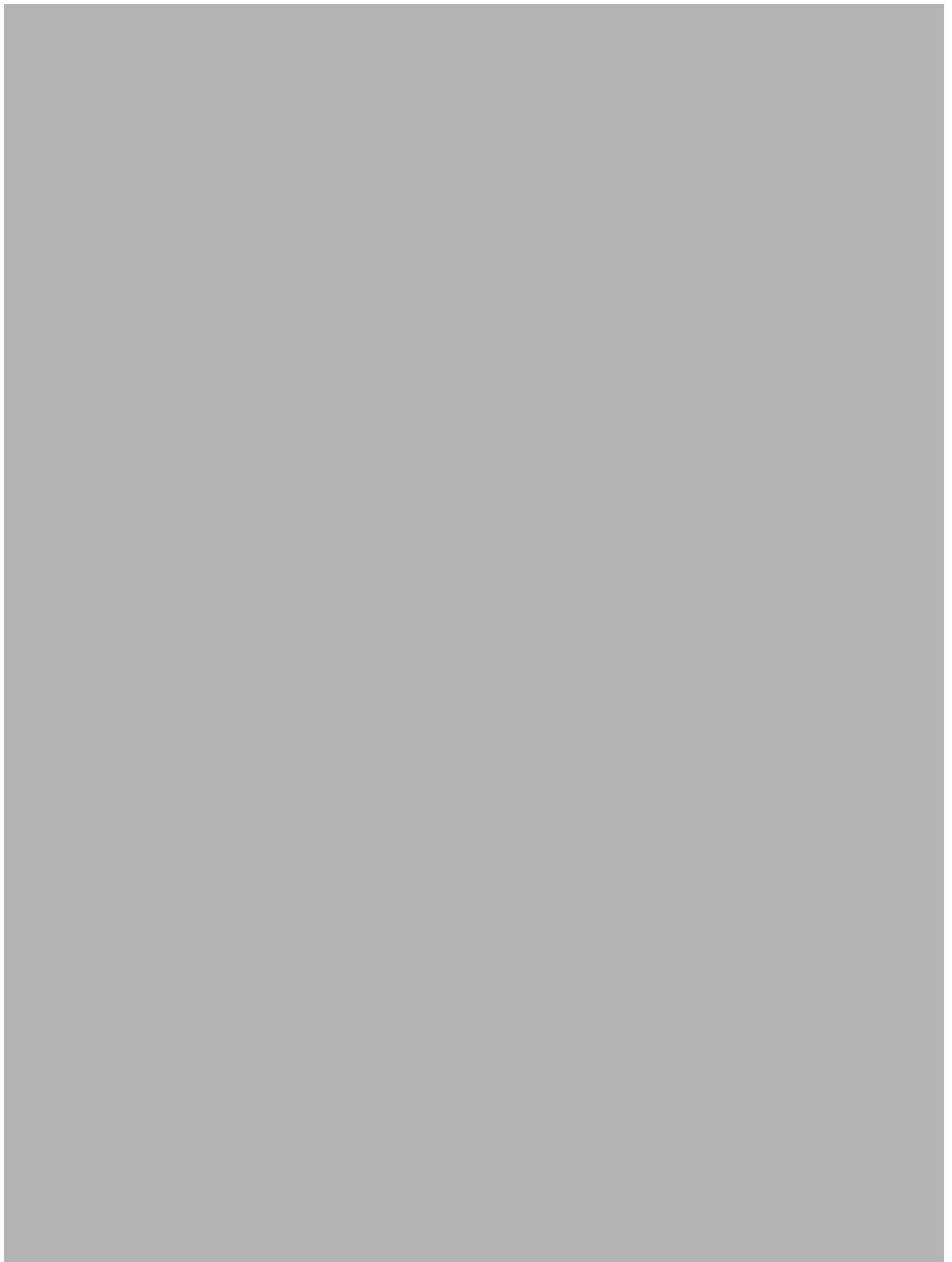
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Inquiry and Decision Making

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Use this checklist to review your letter.

- ☐ I stated my position clearly.
- ☐ I supported my position with reference to at least one core democratic value of American constitutional democracy.
- ☐ I supported my position with knowledge from history, geography, civics, or economics that I already knew.
- ☐ I supported my position with information from the Data Section.
- ☐ I stated an alternative view and explained why it would be a less effective public policy.



Day Two: Social Studies Assessment

Instructions to the Student

There are three types of questions on this test: **selected-response**, **constructed-response**, and **extended-response**.

- **Selected-response** questions will ask you first to read a passage, map, chart, or table. After studying this prompt, read the questions and choose the best answer from among four answer choices.
- **Constructed-response** questions will ask you to explain a conclusion, provide examples, complete a chart, interpret information, or give a reason for an answer you have given.
- **Extended-response** questions require you to write an answer that is more detailed and requires more thinking. These items ask you to interpret information from a set of data on a hypothetical policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, give reasons supporting your position, and provide a reason why an alternative position would be a less effective public policy.

Use the separate answer sheet to mark your choice for the **selected-response** questions. Fill in the circle for your choice on the answer sheet. Remember to fill in the circle completely and cleanly, erasing any stray lines or marks.

Space is provided in the test booklet for you to write your answers for **constructed-response** and **extended-response** items.

Read all directions for these items carefully. Samples of each type of question are provided for you on pages 2–5 of this test booklet.

If you finish early, you may check your work for Day Two **only**. Do **not** work on the Day One section of this test.

Civics

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

BROWN V. BOARD OF EDUCATION

In 1954, the Supreme Court decided the case of *Brown v. Board of Education*. The doctrine of “separate but equal” established by the Court in *Plessy v. Ferguson*, 1896, was overturned. According to the *Brown* decision, “Separate educational facilities for schools are inherently unequal.” The decision went beyond unequal funding and said that, “To separate [children] . . . because of race generates a feeling of inferiority as to their status in the community. . . .”

Another Supreme Court ruling in 1955 called for local efforts to end segregation in schools with “all deliberate speed.” But, some states used numerous tactics to delay desegregation of their schools such as making public schools “private,” defunding integrated schools, and providing free choice of schools. In 1968, the pace of desegregation was accelerated by court-ordered busing of students.

- | | |
|--|--|
| <p>25 What principle regarding education did the Supreme Court use for its decision?</p> <ul style="list-style-type: none">A The right to an education is the same as the right to vote.B All groups must have equal access to a public education.C Government is required to create an educated population.D Separate education can be equal if it is funded equally. | <p>26 Which of its constitutional powers did the Supreme Court exercise in deciding the <i>Brown</i> case?</p> <ul style="list-style-type: none">A Its power to settle disputes among statesB Its power to hear cases involving citizens from different statesC Its power to review legislationD Its power to interpret the Constitution |
|--|--|

- 27 What clause found in the 14th Amendment to the Constitution did the Supreme Court use to decide both *Brown v. Board of Education* and *Plessy v. Ferguson*?
- A Due process of law
 - B The right to vote
 - C Equal protection of the law
 - D Privileges and immunities of citizens
- 28 Which democratic value was fundamental to the disagreements in the *Brown* case?
- A Free expression
 - B Equality
 - C Popular sovereignty
 - D Checks and balances

- 29 Which concept from the Declaration of Independence is reflected in the *Brown* decision?
- A Laws of nature
 - B Consent of the governed
 - C All men are created equal
 - D Pursuit of happiness

Civics

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

INTERNATIONAL RELATIONS

“We could not have made an acquaintance through literature with human giants such as George Washington, Abraham Lincoln, and Thomas Jefferson and not been moved to act as they were moved to act. We could not have heard of and admired John Brown, Sojourner Truth, Frederick Douglass, W.E.B. Dubois, Marcus Garvey, and Martin Luther King and not been moved to act as they were moved to act. We could not have known of your Declaration of Independence and not elected to join in the struggle to guarantee the people of South Africa life, liberty, and the pursuit of happiness. . . .”

Nelson Mandela’s speech before the Congress of the United States, June 1990

30 To what was Nelson Mandela referring when he spoke of “being moved to act”?

- A** Asking nations to lift economic sanctions on South Africa
- B** Working to end the system of apartheid
- C** Changing the economic system in South Africa
- D** Joining the American civil rights movement

31 What is the major reason the United States supported Mandela?

- A** To uphold core democratic values in the world
- B** To increase American corporate profits
- C** To prevent communist expansion
- D** To provide humanitarian relief

- 32** In what way did Thomas Jefferson's ideas in the Declaration of Independence serve as an inspiration to Nelson Mandela and his supporters?
- A** Jefferson supported political equality for all races in the new United States.
 - B** Jefferson called for the immediate abolition of slavery.
 - C** Jefferson urged Americans to struggle against racial segregation.
 - D** Jefferson claimed that all people have unalienable rights.
- 33** Which of the following is a major goal of American foreign policy in Africa?
- A** To develop colonies
 - B** To expand territorially
 - C** To promote political rights
 - D** To change national borders
- 34** The struggle described in the passage is to Mandela as the Civil Rights Movement is to
- A** Martin Luther King, Jr.
 - B** Frederick Douglas.
 - C** George Washington.
 - D** Abraham Lincoln.

Civics

Directions: You should take about 5 minutes to read the following passage and use it with what you already know to complete this task.

EXCERPT FROM THE CONSTITUTION OF JAPAN

We, the Japanese people, acting through our duly elected representatives in the National Diet, determined that we shall secure for ourselves and our posterity the fruits of peaceful cooperation with all nations and the blessings of liberty throughout this land, . . . do proclaim that sovereign power resides with the people and do firmly establish this Constitution. Government is a sacred trust of the people, the authority for which is derived from the people, the powers of which are exercised by the representatives of the people, and the benefits of which are enjoyed by the people.

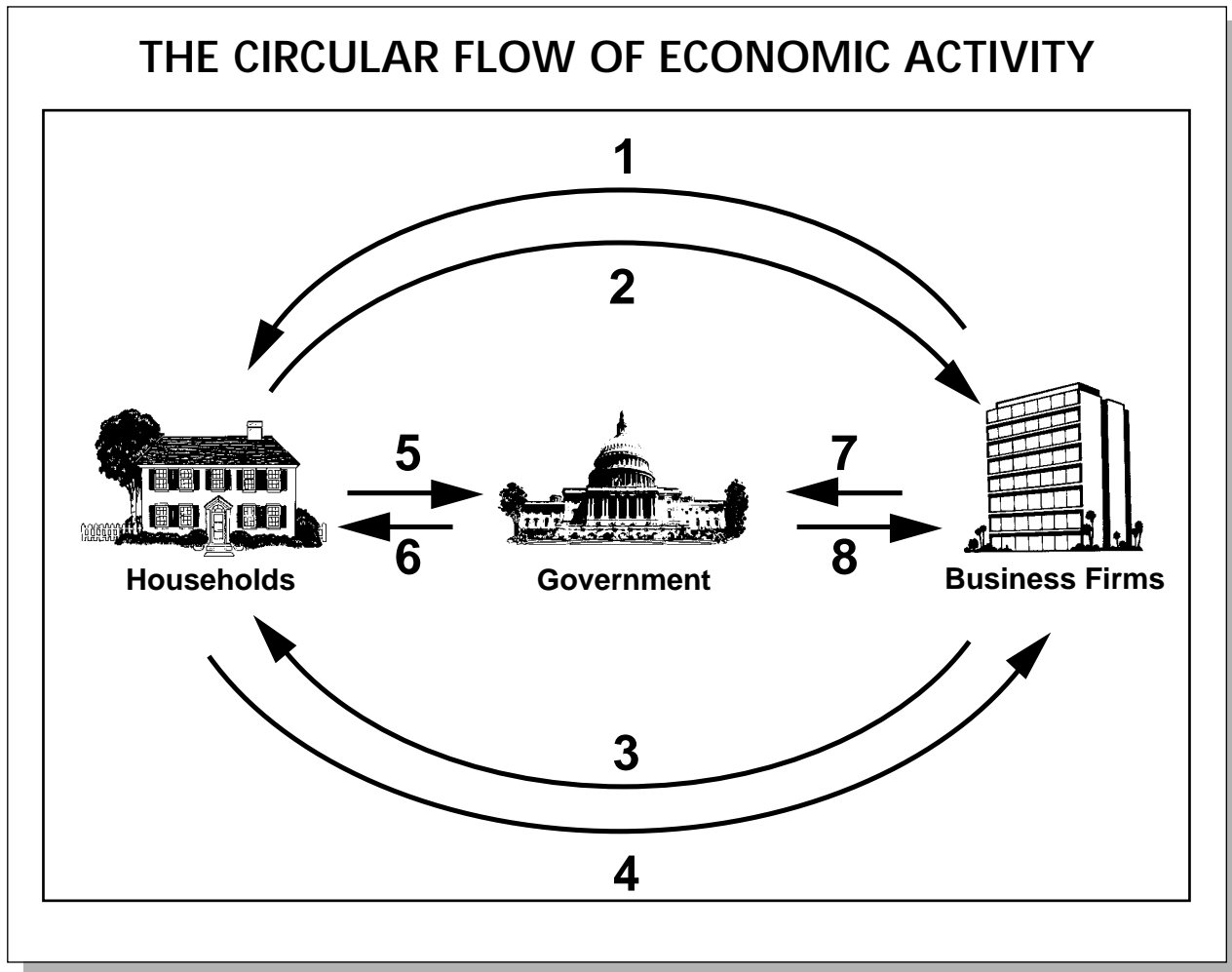
- 35 On the lines provided, describe two ways core democratic values of the United States are reflected in this excerpt from the Japanese Constitution.

Description of one way core democratic values of the United States are reflected in this excerpt from the Japanese Constitution:

Description of another way core democratic values of the United States are reflected in this excerpt from the Japanese Constitution:

Economics

Directions: Study the following diagram and use it with what you already know to answer the questions that follow.



- 36** What is the main element of flow #5?
- A** Value of labor
 - B** Net output
 - C** Taxes
 - D** Profit
- 37** What is represented by flow #1?
- A** The supply of goods and services to firms
 - B** The source of business taxes
 - C** The source of business sales
 - D** The supply of goods and services to consumers
- 38** Suppose flow (5 + 7) exceeds flow (6 + 8). What conclusion can you draw?
- A** The government has a budget deficit.
 - B** Government revenue is more than spending.
 - C** The government adds more value than it takes.
 - D** Government revenue must be increased.
- 39** What might be included in flow #6?
- A** Raw materials
 - B** Social Security payments
 - C** Income taxes
 - D** Profits
- 40** Which of the following would be an accurate label for flow #4?
- A** Household goods
 - B** Wage income
 - C** Labor supply
 - D** Business expenses

Economics

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

NEW TAX PROPOSAL

Consider the following hypothetical situation:

The President of the United States proposes to tax corporate jets to help pay for a \$2.75 billion national reading program. The president believes that corporate profits are too great. The taxation will include charging \$225 for each flight of a corporate jet.

- | | |
|---|--|
| <p>41 Which role would the government be playing if the proposal were to be adopted?</p> <ul style="list-style-type: none">A Providing public servicesB Protecting business investmentsC Promoting economic stabilityD Encouraging fair trade | <p>42 Which should be of LEAST concern to the government in evaluating the proposed tax policy?</p> <ul style="list-style-type: none">A Who will pay?B Who will benefit?C How popular is the tax?D What is the expected tax revenue? |
|---|--|

- 43** Under the president's proposal, taxation would be used to accomplish which of the following?
- A** Redistribute resources
 - B** Increase purchasing power
 - C** Determine which airlines travelers will fly
 - D** Encourage the consumption of specific services
- 44** Which social goal would be addressed by this proposed tax?
- A** Diversity
 - B** Freedom
 - C** Equity
 - D** Security
- 45** In this example, which public good would be served?
- A** Public transportation
 - B** Educational opportunity
 - C** Criminal justice
 - D** National defense

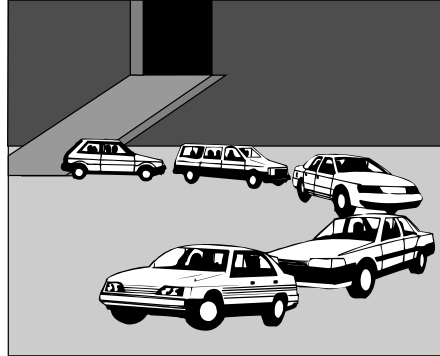
Economics

Directions: You should take about 5 minutes to read the following passage and use it with what you already know to complete this task.

Consider the following hypothetical situation:

Business News

Automobile producers and consumers are in conflict today over proposed changes in United States trade policy concerning imported cars. Congress is conducting hearings on whether to raise **the tariffs**. Most disagreements center on the effects of such a policy in the American economy. World trade could also be affected.



- 46 On the lines provided, describe two possible effects of this policy: one effect on the American economy and one different effect on international trade.

Description of one possible effect of this policy on the American economy:

Description of one different possible effect of this policy on international trade:

Inquiry

Directions: You should take about 5 minutes to study the following material and use it with what you already know to complete these tasks.

HIGH SCHOOL GRADUATION RATES

States have different high school graduation rates. Below is information on this topic.

**Percentage of Public High School
Students Who Graduate**

State	Percentage
Minnesota	89.1
South Dakota	89.1
Iowa	87.5
Nebraska	86.9
Wyoming	86.9

**Percentage of Public High School
Students Who Graduate**

State	Percentage
Georgia	62.6
Florida	61.4
Texas	59.4
South Carolina	59.2
Louisiana	56.3

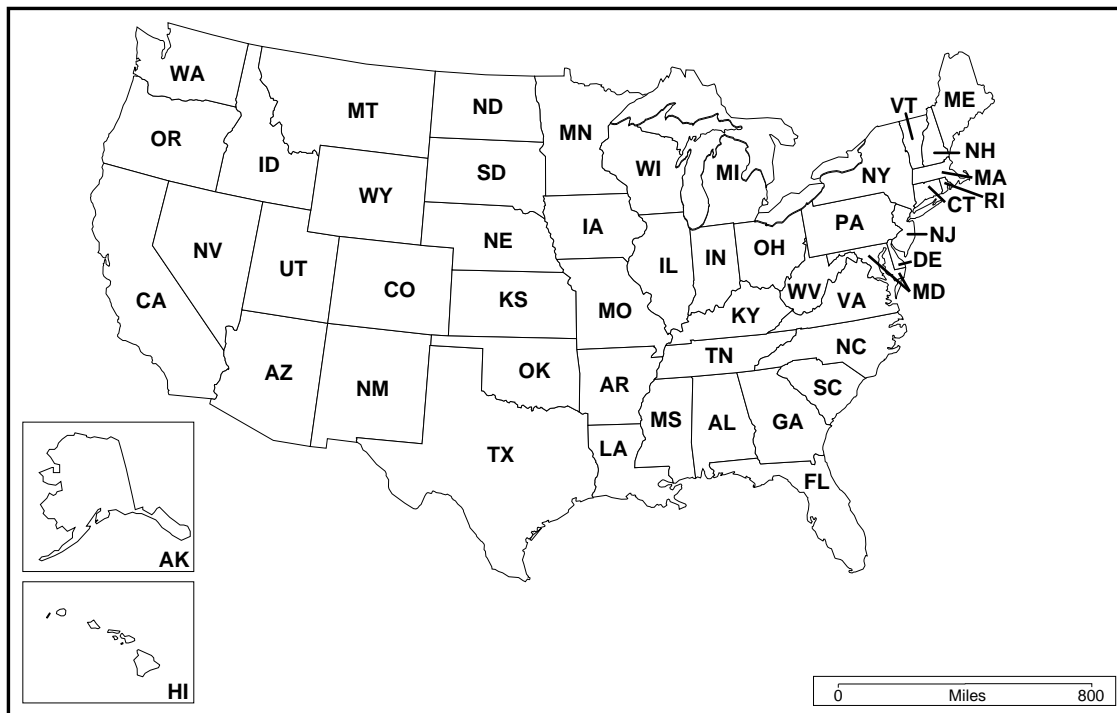
Task I:





- 47** Use the information in the tables to make a statement about the *relationship* between **rates of high school graduation** and **location**.

Task II:

- 48 Use the information in the tables. Title the map. Complete the key by giving it a title and labeling the percentage ranges. Shade each state from the tables with its appropriate percentage in the outline map to show the differences in state graduation rates.

TITLE: _____



KEY	
	= _____ to _____
	= _____ to _____
	= _____ to _____
	= _____ to _____

Inquiry and Decision Making

Directions: Read the following hypothetical information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II. Task I is a selected-response item and Task II is an extended-response item.

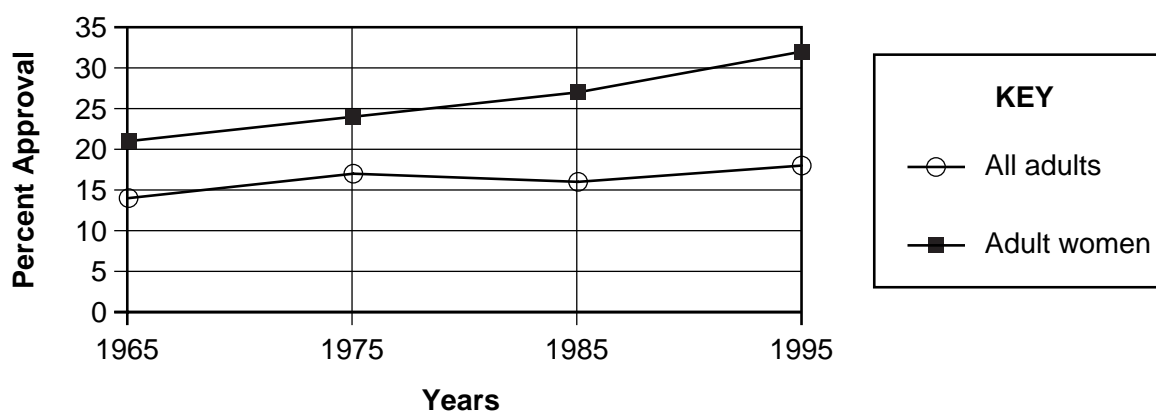
WOMEN IN COMBAT

The inclusion of women in combat roles in the military service is a hotly debated issue. Read the following information about women in combat.

DATA SECTION

Part
A

Support for Women in Active Combat Roles



Part
B

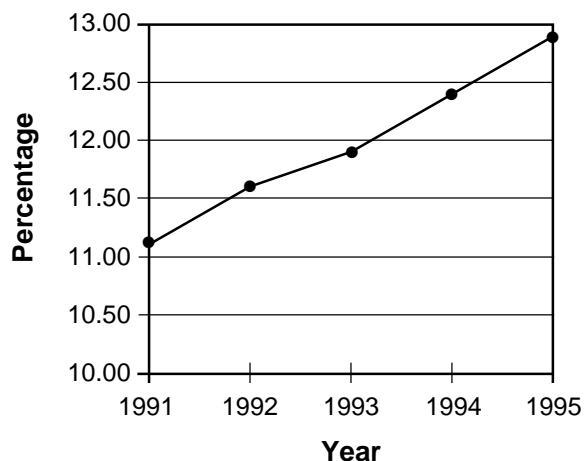
**Percentage of Career Military Officers
in Agreement with Placing Women
in Specific Combat Roles**

Combat role	1975	1985	1995
In combat aircraft	46	49	53
In ships at sea during combat	38	61	64
In combat repair facilities in front line areas	11	13	9

DATA SECTION (continued)

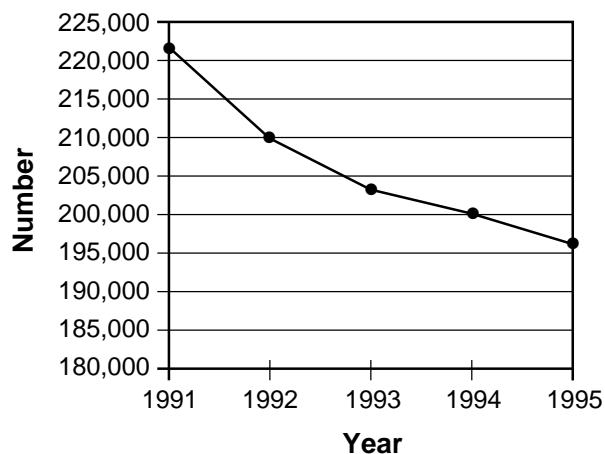
**Part
C**

**Percentage of United States
Armed Forces Who Are Women**



**Part
D**

**Number of Women in the
United States Armed Forces**



COMPLETE THE FOLLOWING TASKS:

Task I: Interpreting Information

- 49** Study the information in the Data Section. Which of the following statements best describes the *relationship* between **number of women in the United States armed forces** and **percentage of the armed forces who are women**? Be sure to mark your answer on the answer sheet.
- A** As the number of women in the United States armed forces has risen, the percentage of United States armed forces who are women has increased.
 - B** A decrease in the number of women serving in the United States armed forces has caused an increase in the percentage of United States armed forces who are women.
 - C** The total percentage of United States armed forces who are women has increased, even though the total number of women serving in the armed forces has decreased.
 - D** An increase in the percentage of United States armed forces who are women has caused a decrease in the number of women in the United States armed forces.

Inquiry and Decision Making

Task II: Taking A Stand

- 50 You will now take a stand on the following public policy issue: **Should women members of the military services be allowed to participate in combat?** You may either support or oppose women in combat. Write a letter to the Secretary of Defense. Use information to provide reasons that support your position.

You will be graded on the following, so be sure your letter includes each of the elements listed below:

- A clear statement of your position
- Supporting information using core democratic values of American constitutional democracy
(See page 46 for examples.)
- Supporting knowledge from history, geography, civics, or economics that you already know
(It is not enough to state only your opinion.)
- Supporting information from the Data Section
- An alternative view and explanation why the alternative position would be a less effective public policy

Remember to: Use complete sentences.
Explain your reasons in detail.
Write or print neatly on the lines provided below.

Should women members of the military services be allowed to participate in combat?

Dear Secretary of Defense:

[illegible]

[illegible]

Inquiry and Decision Making

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Use this checklist to review your letter.

- ☐ I stated my position clearly.
- ☐ I supported my position with reference to at least one core democratic value of American constitutional democracy.
- ☐ I supported my position with knowledge from history, geography, civics, or economics that I already knew.
- ☐ I supported my position with information from the Data Section.
- ☐ I stated an alternative view and explained why it would be a less effective public policy.



Some Core Democratic Values of American Constitutional Democracy

Core democratic values are the fundamental beliefs and constitutional principles of American society. These values unite all Americans. They are expressed in the Declaration of Independence, the United States Constitution, and other significant documents, speeches, and writings of the nation. Below is a list of some core democratic values. **You may use any core democratic value to support your position including those not on this list.** Be sure to explain **how** the value you choose supports the position you take.

Fundamental Beliefs

Life

Liberty

The Pursuit of Happiness

Public or Common Good

Justice

Equality

Diversity

Truth

Popular Sovereignty

Patriotism

Constitutional Principles

The Rule of Law

Separation of Powers

Representative Government

Checks and Balances

Individual Rights

Freedom of Religion

Federalism

Civilian Control of the Military

PART THREE: SCORING

HOLISTIC FEATURE SCORING OF CIVIC WRITING: GRADE 11

Points	Description
4	<p>In order to receive a 4-point score, the response must</p> <ul style="list-style-type: none"> • give a clearly stated position on the issue • provide one (or more) piece of accurate, valid, and relevant supporting information from the Data Section • provide one (or more) statement of accurate, relevant, and important supporting knowledge from history, geography, civics, or economics that comes from the student's prior knowledge (information other than that supplied by the Data Section or a core democratic value of American constitutional democracy) • provide at least one supporting point that is based on the core democratic values of American constitutional democracy • provide one reason that acknowledges an opposing viewpoint and refutes that position on the issue
3	<p>In order to receive a 3-point score, the response must</p> <ul style="list-style-type: none"> • give a clearly stated position on the issue • provide at least one supporting point that is based on the core democratic values of American constitutional democracy • contain 2 of the remaining 3 elements
2	<p>In order to receive a 2-point score, the response must</p> <ul style="list-style-type: none"> • give a clearly stated position on the issue • contain 1 or 2 of the 4 remaining elements
1	<p>In order to receive a 1-point score, the response must</p> <ul style="list-style-type: none"> • give a clearly stated position on the issue
0	<p>Response shows no evidence of any elements, or no clearly stated position is found.</p>

NOTE: The supporting points used by the student must be explained in enough detail to show a clear connection to the position taken in order to receive credit.

STUDENT RESPONSES AND SCORING

The following comments are provided to help interpret the high school student responses that follow. The notations in the right-hand column of the student response section refer to the elements the student is expected to address in the extended-response items. Prior Knowledge (PK) shows where the answer addresses “Supporting knowledge from history, geography, civics, or economics that you already know,” and core democratic values (CDV) shows where the answer addresses “Supporting information using core democratic values of American constitutional democracy.” The first set of responses deal with the following public policy issue on pages 18–23: **Should school districts require students in elementary and middle schools to wear uniforms?**

Student Response (4 points)

<p><i>I think school districts should force elementary and middle school students to wear uniforms. The graph shows graffiti incidents dropped 15, fighting at school dramatically dropped, from 56-27 fights. Fighting on the way to school and from school also dropped from 27-14 fights. All these changes took place in only a year after uniforms were enforced.</i></p> <p><i>With uniforms kids don't have to compete with others to look "cool" or to fit in. Buying generic uniforms will allow families to spend more of the family income on more important things like quality child care, a home computer, more nutritious food, books or whatever the family needs but is not buying now.</i></p> <p><i>Some people would argue that students in elementary and middle schools should be given the same rights as all public school students, the right to wear what they choose to school. Freedom of expression is a core value of our country. But, the protection of students in elementary and middle school is the responsibility of the school officials in the community and when the right to dress in any way a student feels is "cool" is weighed against the safety of the students and teachers I believe that it is a small price to pay to require students to wear uniforms.</i></p> <p><i>So as I see it the public good is what we are talking about here. In certain cases the promotion of the welfare of the community must be put above the rights of individuals in our democracy, and it is a good lesson for students to learn even in elementary school. Sometimes it is good to give up a little to promote the safety of everyone.</i></p>	<p>Position</p> <p>Used Data</p> <p>PK: Scarcity</p> <p>Refutation</p> <p>CDV: Common Good</p>
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SCORE 4

This student clearly stated a position: "... I think school districts should force elementary and middle school students to wear uniforms." The data used logically supported the student's position and were accurate: "The graph shows that graffiti incidents dropped 15, ..." Two core democratic values of American constitutional democracy were cited and both apply to his public policy issue: "common or public good and freedom of expression." The student went beyond citing a core democratic value with an explanation of the connection: "... the promotion of the welfare of the community must be put above the rights of individuals in our democracy." The student used "freedom of expression" when he refuted an alternative position. The student receives only one point for core democratic values even though multiple references were made. The student supported the position with social studies knowledge from economics, the concept of scarcity: "Buying generic uniforms will allow families to spend more of the family income on more important things ... whatever the family needs but is not buying now." The student refuted an alternative position when he argued that "some people would argue that students in elementary and middle schools should be given the same rights as all public school students, ... when the right to dress in any way a student feels is 'cool' is weighed against the safety of the students and teachers I believe that it is a small price to pay to require students to wear uniforms."

Student Response (3 points)

<i>School uniforms should not be forced upon elementary and middle school students. Uniforms rob a child of their rights to be an individual. The constitution guarantees our rights to be different. We are supposed to respect diversity in our country.</i>	Position
<i>Going by the information in the charts and graphs more than 40% of all the groups felt that uniforms did not make a difference in safety. There were less fights and graffiti after uniforms were enforced, but this doesn't mean that it was because of the uniforms. It could have been because the kids were more mature or many different things like the student council could have had a big project to get rid of graffiti and to tell students not to do it anymore.</i>	CDV: Diversity
<i>For these reasons and facts, I feel that uniforms should not be enforced in elementary and middle school.</i>	Used Data
	Refutation

SCORE 3

This student clearly stated a position: "School uniforms should not be forced upon elementary and middle school students." The core democratic value of American constitutional democracy that was cited applied to this public policy issue: "diversity." The student went beyond citing a core democratic value with an explanation of the connection: "The constitution guarantees our rights to be different. We are supposed to respect diversity in our country." The student supported the position taken with data from the data section: "Going by the information in the charts and graphs more than 40% of all the groups felt that uniforms did not make a difference in safety." The student refuted an

alternative position when he argued that: “There were less fights and graffiti after uniforms were enforced, but this doesn’t mean that it was because of the uniforms.” This student did not support the position taken with additional social studies knowledge from history, geography, civics, or economics.

Student Response (2 points)

<i>I do not think that students should be forced to wear uniforms to school. In the Franklin school district, fighting on buses actually increased the year after uniforms were required. I hope you will look at all of the facts before making this important decision.</i>	Position Used Data
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SCORE 2

This student clearly stated a position: “I do not think that students should be forced to wear uniforms to school.” The data used logically supported the student’s position and were accurate: “In the Franklin School District, fighting on buses actually increased the year after uniforms were required.” This student did not support the position taken with additional social studies knowledge from history, geography, civics, or economics. The student did not cite a core democratic value of American constitutional democracy. The student did not refute an alternative position.

Student Response (1 point)

<i>I agree with the policy to require elementary and middle school students to wear uniforms. The fact is that this policy would allow students to receive a decent education.</i>	Position
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SCORE 1

This student clearly stated a position: “I agree with the policy to require elementary and middle school students to wear uniforms.” This student received no additional credit for this answer. The student did not support the position taken with additional social studies knowledge from history, geography, civics, or economics. The student did not support the position with accurate use of data from the data section. The student did not cite a core democratic value of American constitutional democracy. The student did not refute an alternative position.

Student Response (4 points)

SCORE 4

51

Student Response (3 points)

<p><i>I do think women should be allowed to participate in combat. It's their equal right to. If a woman can pass the tests and has the physical strength she needs, then she should not be denied her right. From the graphs shown, the percentages of people that feel women should be able to participate in combat has grown consistently so there is obviously less resistance to it today than in years past. Women have come so far from first gaining the right to vote to having equal rights in the job market. If a woman wants to take the role to support her country, then she should be allowed.</i></p> <p><i>I know that there are people that say that women will get too emotionally involved when they see what happens but it's not like we women don't watch the news. We do realize what is going on and what we would possibly have to see. Women in the military are very aware of the consequences of combat. They would be better prepared than the general population to handle it. If a woman knows what she is going into and feels she can handle herself, then her right should not be denied!</i></p>	<p>Position</p> <p>CDV: Equality</p> <p>Used Data</p> <p>Refutation</p>
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SCORE 3

This student clearly stated a position: "I do think that women should be allowed to participate in combat." The core democratic value of American constitutional democracy that was cited applied to this public policy issue: "equality." The student went beyond citing a core democratic value with an explanation of the connection: "Women have come so far from first gaining the right to vote to having equal rights in the job market. " The student supported the position taken with data from the data section: "From the graphs shown the percentages of people that feel women should be able to participate in combat has grown consistently so there is obviously less resistance to it today than in years past." The student refuted an alternative position when she argued that: "I know that there are people that say that women will get too emotionally involved..." This student did not support the position taken with additional social studies knowledge from history, geography, civics, or economics.

Student Response (2 points)

<i>Women should not serve in combat roles. Less than 20% of all adults and only about a third of all women in 1995 support women in active combat roles. In the same year, only 9% of career military officers agree that women should be placed in combat repair facilities in front line areas. People just don't think this is a good idea.</i>	Position Used Data
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SCORE 2

This student clearly stated a position: "Women should not serve in combat roles." The data used logically supported the student's position and were accurate: "Less than 20% of all adults and only about a third of all women in 1995 support women in active combat roles." This student did not support the position taken with additional social studies knowledge from history, geography, civics, or economics. The student did not cite a core democratic value of American constitutional democracy. The student did not refute an alternative position.

Student Response (1 point)

<i>Female members of the military services should not be allowed to participate in combat. Too many women are doing stuff like this just to prove they are better than men, not because it would help defend our country. There would be fewer problems if women are not allowed in combat.</i>	Position
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SCORE 1

This student clearly stated a position: "Female members of the military services should not be allowed to participate in combat." This student received no additional credit for this answer. The student did not support the position taken with additional social studies knowledge from history, geography, civics, or economics. The student did not support the position with accurate use of data from the data section. The student did not cite a core democratic value of American constitutional democracy. The student did not refute an alternative position.

CONSTRUCTED-RESPONSE SCORING GUIDE: GEOGRAPHY

Item #11 (pages 10–11)

A **2-point** response accurately describes TWO changes in the interaction between the United States and Europe that have probably occurred as a result of the described developments.

Examples:

- 1) Economic interaction increased. This occurred through the opportunity to share ideas, develop concepts, and cooperate in the development of new products.
- 2) More people in each region learned other languages. English particularly gained new speakers because it also functioned as a common language among the countries of Europe.
- 3) Travel has increased between the United States and Europe because people now need to meet those people with whom they have been talking and working.
- 4) Courses of study in schools have changed so that students can learn more about the places with which they work and the people with whom they talk.
- 5) The cooperation of scientists and manufacturing interests was necessary to develop communication satellites.
- 6) The increase in the amount of telephone calls, faxes, and e-mail messages shows an increase in the flow of information.

A **1-point** response accurately describes only ONE change as exemplified in the list of examples above.

CONSTRUCTED-RESPONSE SCORING GUIDE: HISTORY

Item #22 (pages 16–17)

A **2-point** response fully explains how both events have caused TWO major changes in American society.

Examples:

- 1) The adoption of the 24th Amendment and the passage of the Civil Rights Act of 1964 were both steps that have led toward more equal treatment of minorities in the United States. Before these steps, the United States was a society with segregation, discrimination by race, etc. in political decision making and access to services. People now had the support of law to effect changes. After these steps, the courts enforced new standards of conduct in these areas, changing American society.
- 2) (a) The adoption of the 24th Amendment led to the elimination of poll taxes, literacy tests, and other things that states had allowed. These had been used to discriminate against minorities.
(b) After the Civil Rights Act was passed, hotels, railroads, and all public services had to be integrated. Segregation in these facilities had to end.

A **1-point** response fully explains how both events caused ONE major change in American society.

CONSTRUCTED-RESPONSE SCORING GUIDE: CIVICS

Item #35 (pages 30–31)

A **2-point** response accurately describes TWO ways specific core democratic values of the United States are reflected in the excerpt from the Japanese Constitution. Any combination of examples listed below may be used.

Examples:

- 1) The reference to liberty throughout the land is a direct tie to “life, liberty, and the pursuit of happiness.”
- 2) Sovereign power residing with the people is a reference to “consent of the governed” or popular sovereignty.
- 3) Government is a sacred trust of the people refers to consent of the governed and the common good.
- 4) Authority derived from the people also refers to consent of the governed and popular sovereignty.
- 5) Powers exercised by the representatives of the people refers to representative government.
- 6) Benefits enjoyed by the people refers to the common good, life, liberty, and the pursuit of happiness.

A **1-point** response accurately describes ONE way specific core democratic values of the United States are reflected in the excerpt from the Constitution of Japan as shown in the list of examples.

CONSTRUCTED-RESPONSE SCORING GUIDE: ECONOMICS

Item # 46 (pages 36–37)

A **2-point** response accurately describes one effect of this policy on the American economy AND one effect of this policy on international trade.

Examples:

Raising tariffs on imported cars could affect the American economy by:

- 1) raising the price of those cars for consumers.
- 2) encouraging consumers to purchase more domestic automobiles.
- 3) removing an incentive for domestic manufacturers to provide value.
- 4) increasing unemployment at those locations where parts for imported cars are manufactured.
- 5) causing foreign car dealers to go out of business/causing cost to go up.

Raising tariffs on imported cars could affect international trade by:

- 1) lowering American imports.
- 2) improving the United States' balance of trade in the short term.
- 3) encouraging other countries to raise tariffs on imports from the United States.
- 4) triggering a trade war.

A **1-point** response accurately describes one effect of this policy on EITHER the American economy OR international trade, but not both.

CONSTRUCTED-RESPONSE SCORING GUIDE: INQUIRY

Page 38

Task I:

- 47 Use the information in the tables to make a statement about the *relationship* between **rates of high school graduation** and **location**.

Of the states listed, the rate of high school graduation is higher
in the northern states than it is in the southern states.

Full credit, i.e., 1 point, was given for the sample response shown above.

SELECTED-RESPONSE ANSWER GRID

Item	Benchmark	Answer
1	SOC.II.4.HS.3	D
2	SOC.II.4.HS.3	D
3	SOC.II.2.HS.1	A
4	SOC.II.1.HS.1	B
5	SOC.II.2.HS.1	C
6	SOC.II.4.HS.1	D
7	SOC.II.2.HS.1	A
8	SOC.II.5.HS.2	B
9	SOC.II.1.HS.1	C
10	SOC.II.4.HS.1	D
11	SOC.II.4.HS.3	See page 54.
12	SOC.I.3.HS.1	C
13	SOC.I.2.HS.1	D
14	SOC.I.3.HS.2	B
15	SOC.I.2.HS.2	D
16	SOC.I.2.HS.1	A
17	SOC.I.2.HS.1	C
18	SOC.I.3.HS.1	C
19	SOC.I.1.HS.2	B
20	SOC.I.2.HS.1	C
21	SOC.I.2.HS.1	A
22	SOC.I.3.HS.1	See page 55.
23	SOC.V.1.HS.3	B
24	SOC.VI.3.HS.1	See page 47.
25	SOC.III.3.HS.1	B
26	SOC.III.1.HS.1	D
27	SOC.III.1.HS.2	C
28	SOC.III.3.HS.2	B
29	SOC.III.2.HS.2	C
30	SOC.III.5.HS.1	B
31	SOC.III.5.HS.1	A
32	SOC.III.2.HS.1	D
33	SOC.III.5.HS.2	C
34	SOC.III.5.HS.1	A
35	SOC.III.5.HS.1	See page 56.
36	SOC.IV.4.HS.4	C
37	SOC.IV.4.HS.1	D
38	SOC.IV.3.HS.2	B
39	SOC.IV.3.HS.4	B
40	SOC.IV.4.HS.4	C
41	SOC.IV.3.HS.3	A
42	SOC.IV.3.HS.5	C
43	SOC.IV.3.HS.5	A
44	SOC.IV.4.HS.3	C
45	SOC.IV.3.HS.1	B
46	SOC.IV.5.HS.4	See page 57.
47	SOC.V.1.HS.3	See Page 58.
48	SOC.V.1.HS.2	See page 59.
49	SOC.V.1.HS.3	C
50	SOC.VI.3.HS.1	See page 47.

PART FOUR: RESOURCES AND ACKNOWLEDGMENTS

GLOSSARY

Analytic Scoring: The awarding of separate scores for different traits or dimensions of a student's work.

Assessment: The gathering of evidence to judge a student's demonstration of learning. Assessment aids educational decision making by securing valid and reliable information to indicate whether students have learned what is expected. Assessment is built around multiple indicators and sources of evidence (combinations of performances, products, exhibitions, discourse, tests etc.).

Benchmark: A statement of what students are expected to learn at various developmental levels (i.e., early elementary school, later elementary school, middle school, and high school) to indicate progress made toward meeting a content standard.

Cluster: A group of selected-response items pertaining to the same set of prompts on the statewide social studies tests.

Content: Subject matter from the disciplines of history, geography, American government, and economics and the problems and issues to which they are applied.

Content Standard: A statement indicating what students are expected to know and be able to do by the time they graduate. The 25 content standards for social studies are attributes of informed and responsible citizens and are the goals of the curriculum.

Context: General topics expected to be included in the content of a K–12 curriculum that serve as a basis for test items. For example, “Michigan” is a context for The MEAP Test Grade 5 and “United States History Since 1815” is a context for the MEAP High School Test.

Constructed Response: A type of test item that requires students to generate a reply that they have created based upon their prior knowledge and information presented in a prompt at the time of testing. A constructed response will take students roughly five minutes to complete and could be expressed in various forms, e.g., a paragraph, table, map, chart, or graph.

Core Democratic Values: The fundamental beliefs and constitutional principles of American society expressed in foundational documents of the United States such as the Declaration of Independence and the Constitution.

Curriculum: A coherent plan for a designated period of time specifying the content that students are expected to understand and apply. A curriculum normally includes standards, benchmarks, and a sequence of content that serve as the basis for instruction and assessment.

Elaborate: To analyze, explain, or support a claim by making additional statements. For some constructed-response and extended-response test items, students are expected to elaborate claims they make when responding.

Extended Response: A type of test item that allows students 20 minutes to compose an elaborated essay based upon their prior knowledge and information presented in a prompt at the time of testing.

Holistic Scoring: Scoring based on an overall impression of a work rather than on an accumulation of points.

Instruction: The decisions and actions of teachers before, during, and after teaching to increase the probability of student learning.

Performance Standards: A description of performance levels based on social studies content standards and benchmarks. Performance standards serve as a bridge between what is taught and what is tested.

Persuasive Essay: A written composition that expresses a position on an important public issue and supports the position with reasoned argument.

Prompt: Information presented in a test item that activates prior knowledge and requires analysis in order for a student to respond. A prompt could be a passage, map, chart, graph, drawing, photograph, or combination of these.

Scoring Guide: A scoring guide is a tool for evaluating student performance on an assessment task. It includes a set of criteria used to compute a score that represents the caliber of a student's performance. These criteria are sometimes called a rubric.

Selected Response: A type of test item, sometimes called “enhanced multiple choice,” that requires students to select a response from a group of possible choices. Social studies selected-response items will pertain to a prompt and be presented in clusters. They will require students to remember what they are expected to know from a curriculum and to analyze information presented by the prompt.

Subject Area: A body of content derived from related disciplines and organized for curriculum. Social studies is one of four subject areas in the Michigan Model Academic Core Curriculum. The other three subject areas are English language arts, mathematics, and science.

Strand: A category for classifying the content standards of a subject area curriculum. The social studies content standards are categorized into seven strands: historical perspective, geographic perspective, civic perspective, economic perspective, inquiry, public discourse and decision making, and citizen involvement.

Testing: The systematic collection of information about a student's knowledge and skills with a standardized instrument. Tests are one aspect of a comprehensive system for educational assessment.

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Waterford, MI 48328
(248) 209-2037

Michigan Department of Education

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Michigan Educational Assessment Program (MEAP)
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Lansing, MI 48909
(517) 335-0568

Karen R. Todorov
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Lansing, MI 48909
(517) 373-2893

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18700 Audette
Dearborn, MI 48124
(313) 730-0150

Michigan Geographic Alliance

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Mount Pleasant, MI 48859
(517) 774-3723

Center for Civic Education Through Law

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2100 Pontiac Lake Road
Waterford, MI 48328
(248) 209-2325

Economics America of Michigan

Patricia Bonner
Executive Director
37000 Grand River Avenue, Suite 365
Farmington Hills, MI 48335
(248) 888-1075

SOURCES FOR NATIONAL CURRICULUM STANDARDS

Curriculum Standards for Social Studies: Expectations of Excellence

National Council for the Social Studies

3501 Newark Street, NW

Washington, DC 20016-3167

(202) 966-7840

National Standards for United States History: Exploring the American Experience

National Center for History in the Schools

University of California, Los Angeles

1100 Glendon Avenue, Suite 927

Los Angeles, CA 90024-4108

Fax: (310) 825-4723

National Standards for United States History: Exploring Paths to the Present

National Center for History in the Schools

University of California, Los Angeles

1100 Glendon Avenue, Suite 927

Los Angeles, CA 90024-4108

Fax: (310) 825-4723

National Standards for History: Expanding Children's World in Time and Space

National Center for History in the Schools

University of California, Los Angeles

1100 Glendon Avenue, Suite 927

Los Angeles, CA 90024-4108

Fax: (310) 825-4723

Geography for Life: National Geography Standards 1994

National Geographic Society

P.O. Box 1640

Washington, D.C. 20013

(800) 368-2728

National Standards for Civics and Government

Center for Civic Education

5146 Douglas Fir Road

Calabasas, CA 91320-1467

(800) 350-4223

A Framework for Teaching Basic Economic Concepts

National Council on Economic Education

1140 Avenue of the Americas

New York, NY 10036

(800) 338-1192

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January 1997

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